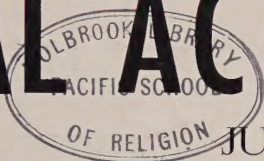


# SOCIAL ACTION



JUNE 15, 1944



Children and Young People  
In Wartime Communities

15¢

# SOCIAL ACTION

## Magazine

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# From The Editors

## *O.K. but Confused*

It was a beautiful morning in Denver, but the taxi driver was in dark mood as he drove me out to the university. "It's these high school kids," he said. "I've been driving at night, but the kids made me so sick I asked to be changed to the day shift. And I still can't get over it.

"Nearly every night girls would hail me at 3 or 4 a.m. and have me take them home, and on the way they would boast of the wild parties they had been on with some soldier in a hotel or juke joint. And when I asked them what their mothers thought about it, they'd say their mothers didn't care, or that it was none of their business, or that they were just old-fashioned if they did care. And they'd laugh over getting some soldier drunk enough to give them the eight dollars they still owed on a new dress. And sometimes damned if they didn't pick up another soldier in the cab on the way home.

"If they could hear the soldiers who ride with me talking about them, they'd shoot themselves—if they have that much decency left. And I think most of the kids are O.K.—they're just confused by the war and everything. But I'll tell you, even after we win the war the United States can go to pieces, just like France did last time."

I wondered if the taxi philosopher's views were out of focus because he had looked too long at the seamy edges of life. Clearly his story was of a piece with many other reports—some rumors, some hard facts—that have startled the nation.

To put the problem in focus, we have called on several specialists: not theorists or moralizers, but people who actually work day after day with children and young people in local communities. Their report is disturbing and challenging, and should be heeded by every community in the land. They depict from first-hand acquaintance the special pitfalls into which thousands of children and young people under 18 years of age are now walking. And they indicate clearly and concretely some of the steps American communities must take if the taxi driver's dire prediction of moral disintegration is to be proved false.

L.P.

# Who Really Cares?

By JOSEPHINE D. ABBOTT\*

Traveling today throughout the United States and seeing a nation at work in wartime presents at best a grim picture; one of its most disheartening features lies in observation of what is happening to the children of our country. We as a nation, while giving approval to what we think we are doing for our children, are by no means meeting the basic needs of a great number of them.

## *About Juvenile Delinquents*

The reported increase in juvenile delinquency has focused attention on our administration of justice and protection for children, which leaves much to be desired. In too few places in the United States is there a full time juvenile judge. In many cases judges who sit on these cases are not experts in this particular field. In some States I have visited, just as judges were acquiring particular skills and interest in the field of juvenile delinquency, they were transferred to other duties. To say the majority of detention homes are inadequate is an understatement. Conditions in these places of detention and in the jails where young offenders are detained are in many cities shocking. Overcrowding, lack of segregation, practically no rehabilitation measures, are and should be a national scandal; but does the public either know or care in many of our cities?

When it comes to the problem of the youngster who is a recidivist, we have by no means worked out a satisfactory disposition of such cases. We know, as is often stated, that reforma-

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\*Josephine D. Abbott has been engaged since last April in making a nationwide study of youth problems in war time, having made a transcontinental trip to obtain data. She has served in the past as director of a Family Information Center in Boston, a member of the staff of the Judge Baker Guidance Center, and a consultant on parent education for the Massachusetts State Department of Public Health. At present she is Educational Consultant of the American Social Hygiene Association. She has five children of her own, including two sons in the United States Army.



tories do not always reform. Incidentally, it is interesting to note that our estimated annual crime bill for the United States is fifteen billion dollars.

### *About Adequate Recreation*

A national problem is that of recreation for the teen age group. This group, calling themselves "the forgotten generation," feel that they have been left out in community planning, which has concentrated on the recreation of soldiers and the older girls who act as hostesses.

For them, the thirteen to seventeen year olds, there is not enough adequate wholesome recreation. Some of the youngsters with whom I have personally talked claim there are few, if any, places where they may spend their leisure hours, where drinks and other forms of temptation are absent. In some cities, the youth have made surveys of the hazards presented to them and have, as a result, been able to arouse the city fathers and civic groups to provide teen age canteens or similar places where they may congregate. Such places motivated and operated by youth with a minimum of adult supervision give these young people a feeling of belonging and status and place where they feel wanted and welcome, which too often the home of today does not furnish.

### *Do Parents Care Enough?*

The indictments of youth against society as reported to me place primary responsibility on the community for failing to recognize and meet their normal needs and for its failure to offer them recognition, security, adventure and new experiences of the right sort. Their second indictment is against their

### COKE BAR

Across the street from a high school stands a church wise enough to be alert to the needs of youth. High school classes over, "Let's have a coke" is the cry.

"Where shall we go?" Many places in the vicinity are bars. Those places which are desirable are too crowded even for the youth to like them. The church provided the answer with a coke bar, open after school, under church youth leadership. It was not difficult to get the community youth to come to this teen age hangout. All youth, regardless of creed or church affiliation, are served alike in a wholesome environment. Adults are always present but not too conspicuous.

—Alice L. Goddard

families for the lack of interest shown in them or their affairs. In one area regarded as better-privileged, while I was there forty parents were called in order to find *one* who would chaperone a dance. Many teen age girls tell me that their mothers are too tired at the end of a day's work in industry to even listen to, let alone be bothered with, their daughters' personal problems.

The absence of parents from the home is perhaps the most important aspect of the whole problem of youth today and certainly a factor which has much to do with contributing to juvenile delinquency. Many parents are engaged in war industries; many are working in canteens or in other types of war work; and of course society is sanctioning such absence from home since it is contributing to the war effort.

The number of hours that parents spend inside the four walls of a home is not the criterion of whether they are functioning efficiently in rearing their children. The real test is the quality of the relationship that exists between the parents and their children. But many parents have lost their perspectives and become confused on issues of primary importance. Whose business is it to care for their children? Does this job belong to the parents, to the community or to the nation? The fact remains that in many homes the parents are not there after school and in the evenings when their children most need them.

### ***Unwanted Children***

I have seen throughout my tour of the United States the results of such situations. Children are often locked out or locked into their homes. I have patrolled the streets at night with the police and found children nine and ten years of age on the streets as late as 1:00 or 2:00 a.m., having been paid to go to midnight movies or to stay away from home so that their parents might have sleep or privacy. I have seen children in beer parlors asleep on the tables, dragged there by parents unwilling to sacrifice their pleasure for the children's need of sleep and rest. One night at 2:00 a.m., two children were heard crying



in a locked car, one fourteen months old and the other four years old. Their parents were located in a beer joint where they had been since 8:00 p.m., both so dead drunk they didn't even remember they had children. In the face of such conditions and experiences, it is extraordinary that comparatively so few of our children are delinquent and so many turn out so well.

Another cause of concern is the increased demand for foster home placement by men whose wives have chosen other types of work than that of child care and rearing. Pleasure loving, pleasure seeking, money-mad parents are a real problem to those interested in the welfare of children. One city, San Francisco, has attempted to solve it by court order. It places parents who contribute to the delinquency of a minor through neglect, indifference or ignorance, on probation and sentences them to attend eight sessions of a Parental School where they are "exposed" to education and have to learn about their legal, moral, spiritual and other obligations as parents.

### *Truants and Migrants*

Truancy is another national headache. Obviously, both home and school should be concerned, and in some cities the courts and police are participating in attempts to solve this problem. Truancy no longer means a child has "just gone fishing;" it is far more serious in its implications and end results. The school should see why the child is dissatisfied and should make a real attempt to adjust the curriculum, which in many cases has lost it's former appeal in competition with the excitement, adventure, big money and restlessness of the world outside the school building. Visiting teachers and personal counseling, if adequate, could do much to stem this rising tide. Even non-professional volunteers might be assigned a job in home visiting and investigation.

The migrant youth present a very serious problem on a national scale. Youngsters change communities to seek work or excitement or to escape from home, and often land in the big

cities "foot loose and fancy free." They are not wanted in most communities and often are refused admission to local groups. They are homesick, lonesome, and eager for companionship—and often find the wrong sort. The housing situation, with its tremendous limitations and overcrowding, offers a poor substitute for a home. They feel insecure and rejected and are headed for no good end, for when any individual feels that "no one cares what becomes of him" he is easy prey for a delinquent group or gang.

### *The Menace of Jobs*

The increased opportunities offered to youth in industry present a serious hazard, not only to their health but to their educational program. In one city 70-80 per cent of the high school students work after school hours and the school system is now being forced to give credit toward their diplomas for such extracurricular activities. This same city reports that students come to school so exhausted, due to their work program and to lack of sleep, that the school has to provide cots for rest in order to keep them going.

An attendant problem is the enormous amount of money being earned by young people. Practically no attempt has been made to teach them how to budget their wages, and we find many instances in which children in school flourish bills of large denominations and spend them freely. They need encouragement to set aside part of these wages for the purchase of war bonds, thereby not only saving for future needs but also helping the war effort.

In many places the employer asks no questions as to age or shuts his eyes to falsification if such exists, so eager is he to get employees. In one city I heard of a "racket" being run by a clergyman who was baptizing young people for a fee and setting back the baptismal date in order that the youth could get working papers. Needless to say he was forced to leave the community when this practice was discovered.





*International News Service*

Trouble isn't hard to find on Saturdays in Wichita, Kansas when the children of war workers transfer their activities from the schools to the streets and railroad yards of the crowded boom town.

### *Learning to Hate Each Other*

The question of minority groups is a serious one throughout the nation. There are not only much feeling and discrimination on a racial basis but there is a growing animosity among children living under different housing conditions. I have observed the native-born children of one community openly quarreling with those who lived in trailer camps, and the latter hating and fighting those living in federal housing units. In contrast to this, it was cheering to note in a mid-western town with a small percentage of minority groups that the young people were admitting both Negroes and Japanese into their Teen Age Can-

teens. They had a long debate on the matter and finally came to the decision that they wanted a better world than the one in which they were now living, and concluded that the acceptance of these groups was the logical step for a better way of life and for an improved democracy.

Young people are being stimulated by sensational publicity to become aggressive. They are being taught to hate and when no normal outlets for such feelings of animosity are provided we find increasing destruction of property and crimes of violence and personal assault. Almost all courts report this serious and growing tendency. Actual fear of bombings has been greatly reduced and diminished due to the passing of time without attack; instead hatred is being bred and is being turned against their own companions, against adults, and against minority and racial groups.

### *Participating in War Activities*

Many young people do not feel that they are making a real contribution to the war effort. They are merely being given "busy work" to do, whereas they wish a job of importance and responsibility. In high schools which have allowed all girl students to train as Junior Nurses Aides, under hospital direction, we find an excellent response—so much so that these students are even willing to forego their holidays, Saturdays and Sundays, in order to earn their forty hours of credit toward their uniforms. This program might well be extended.

Foreign countries have capitalized on the interests of their youth on a national scale, but thus far this country has lagged behind in capturing the attention and enlisting the enthusiasm and effort of our young people. We know the answers from our psychological research and study but as a nation we lack a unified program for youth. We do not trust sufficiently the capacities of our young people. They are capable of assuming great responsibility if we as a nation gave them such opportunity.



### *Neglect of Sex Education*

Another area in which the neglect of youth is apparent in most parts of the United States is the field of sex education. Many of our young people, in spite of their pseudo-sophistication, lack adequate sex information. The home, which preferably should supply this knowledge, needs the support and cooperation of the churches and schools if this task is to be adequately undertaken. In a nation where the venereal diseases are openly discussed, it should no longer be difficult to make provision for adequate sex information for youth, together with an inculcation of standards and ideals safeguarding marriage. We allow our youth free choice in mate selection and yet give them almost no help in their preparation for marriage.

### *Too Much Talking, Not Enough Action*

If people generally could become aroused to their local needs and situations, we might possibly get some action, but my observations indicate that the general population is loathe to believe that all is not well in their particular town or city. We need an enlightened, informed public who will act—not merely refer situations to committees which, as I see them in many places, will be in session indefinitely trying to fix responsibility for action and getting rapidly nowhere in their planning. Too much talking and not enough action seems to characterize the national scene. If we do not act quickly the problems of children and young people, already acute, will be accentuated and the post-war years will bring a situation with which we shall be unable to cope.

Who really does care enough for children? Who really loves them? Do many parents when it means sacrificing their pleasure and convenience? Do landlords or agents?—people often cannot secure housing if they have children. Do most industries care about the whole child, his needs and recreation, or do they merely supply a job? Do our schools care enough, when they close their doors at 3:00 p.m. and quarrel over who should pay the janitor if they keep the building open? Do our churches

care enough, when many of their plants are closed except for Sundays or occasional activities?

Unless we learn to care, and to act effectively, we shall see a war being won for a generation unprepared to accept the fruits of victory and use them wisely.

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## Individuals Have Opportunities

By HAZEL A. LEWIS\*

The two children in the family next door to Mrs. C— worried her. The boy was about nine and the little girl six or seven. Nice enough children they seemed and certainly they never bothered anyone. But their mother was never at home when the children left for school in the morning or when they came home in the afternoon. She left before they did, to go to work, and never got home until six.

Mrs. C. did not know much about the family; they were the kind who "kept to themselves." And Mrs. C. was a woman who believed in attending to her own business and letting the neighbors attend to theirs even when she didn't approve of the way they did it. She knew the woman went to work in a large factory because she had seen her get out of a company bus one day. She had heard that the father worked in another city. She wondered if the woman really had to work or if it was just the desire to make a lot of money while they could. Somehow being at home when your children came home from school seemed the most important thing in the world. She could remember her own two sons rushing in shouting "Mom!", dash-

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\*Hazel A. Lewis writes here, out of her own experience, of the opportunities individual adults have for friendship with children and young people. She is editor of children's literature of the Christian Board of Publication in St. Louis, and author of the books *Knowing Children Better* and *The Primary Church School*.



ing through the house until they found her, and telling her all the exciting things that had happened, good and bad. How she wished they would rush in once more. She would like to spread those generous slices of bread and butter for them, before they ran out to play.

But the children next door were as unlike that as possible. They came home with an air of responsibility far beyond their years; big brother unlocked the door and they went in—to an empty house. Evidently they changed their clothes, and sometimes they went to the store and brought home a bag of groceries. Perhaps they had work to do for they rarely came out to play. They carefully avoided talking to anyone, as though they had been told to do so.

Mrs. C. continued to worry. Then there came the afternoon when the key was lost from the small boy's pocket and they could not get in. It was raining and cold and they huddled in the doorway. That was too much. Mrs. C. went next door and finally overcame the children's insistence that they could "just wait for our mother." Silently they sat in the cozy kitchen, warming their feet, drying out wet coats they refused to take off and eventually yielding to the slices of bread, butter and jelly. Mrs. C. watched for the mother, explained what had happened and asked her in, too. Then she saw in the joy of reunion of the little family group a revelation of the courage of a mother and her two children who were all three carrying responsibilities beyond their strength but unavoidable.

After that Mrs. C. became the after-school friend of David and Marilyn, as they sat in her kitchen or as she helped them in their own home, not depriving them of their sense of responsibility or personal dignity but giving them the support of a good neighbor.

### *"Hoodlums" and a Cookie Jar*

Not unlike this, but in a very different situation, was the cookie jar reformation of Mrs. R—. A "gang of young hoodlums," as some of the neighbors called them, played in the

street after school, ran over flower beds and vegetable gardens, stole apples and engaged in all kinds of daring adventures. None of them was over ten. The leader and several of the other children were from an unwashed, undisciplined family who lived in a little house on the alley between two city streets. All the children were from families where both parents worked or were incompetent or discouraged.

One day Mrs. R— surprised two of the children in the act of pulling flowers in the garden. She got some scissors and showed them how to cut flowers properly, and assured them that when she had any she could spare they might have them if they would ask her. Then, because their furtive eyes bothered her she found herself asking "Do you like cookies?" She showed them the cookie jar on a table inside her kitchen door and said "You and the other children may have some whenever you come to the door and there are any." None of them had ever seen a cookie jar or met a woman like that. Two or three at a time the children came to her door and put their hands into the jar. Only once did a child snatch a handful and run off. But he finally came back and showed more self-restraint, though Mrs. R. had apparently not even noticed his bad manners.

Many were the conversations on her back porch, many the childish ambitions or worries that were brought there. Sometimes she told them stories. Once she told them to come especially clean and she took them to the neighborhood branch of the Public Library and helped them find books. They knew she was responsible and took good care of them. One child who was afraid his book would be lost or soiled at home, kept it at Mrs. R—'s and came to her porch and read. They helped her save flower seeds so they could have their garden in a corner of her lot next year.

### *Making Boys at a Work Bench*

Then there was Mr. M— and his work bench. That bench and his tools were the idols of his heart. He had been so strict



with his own boys about the use of them that the boys had lost all interest. Sometimes he wished he had thought of the boys more and the tools less for they seemed farther away in spirit than they were in miles.

One day when he was working on a shelf to put up in the kitchen, he looked up to see a boy about ten in the door of the garage where his work bench stood. The boy ran and Mr. M— found himself thinking "I'd better lock things up carefully for he was probably looking around and will come back later." Then he was ashamed. Something in the boy's eyes even in that moment made him think of his own longing for tools when he was ten. He managed to meet the boy later, and to ask, "Why didn't you come in the other day? Do you like to work with tools? Come around some time." To all of this the boy could only nod and stare in astonishment. Soon he appeared at the door again. Mr. M— let him handle the tools and talked with him about what he would like to make. They looked up patterns for ship models and bird houses and stools. The boy brought a friend or two. In the long summer evenings and on Saturday a group of boys found new purposes and new friends, and set up work habits which were woven into their lives.

### *"You Can't Keep Things From Children"*

Tommy D. had quite a different background from any of the children described. His mother and father gave much of their time to him. In fact he and his baby sister were the chief reasons for the father's desire to be successful in his job and the mother's good management of their home. They read books and magazines on child care. They tried to protect the children from the tragedies of a world at war. They listened only to those news commentators who were sane and objective. They did not talk about the war at meal time, or until after the children were in bed. They tried to keep their home normal and wholesome.

But sometimes there seemed a barrier between Tommy and his parents. He was only seven, but he seemed to have a lot on

his mind and to be reticent about it. Recently he had not been sleeping well and had cried out in the night. His father quieted him and in the morning nothing was said about it. "He is just a little boy, he will forget about it," they told each other.

Then early one evening a plane from a nearby training school of army flyers flew very low over the house. Its zooming roar was a terrifying sound even for an adult who knew what it was. Tommy came into the house screaming "It's a bomber! They've come! I knew they would!" and then his fears and terrors of the past weeks came tumbling out in a torrent of tears and words.

When he had been calmed enough to talk and to listen, his parents and he had a conversation they might well have had some months before. They talked about the flyers who were in training and did not attempt to deceive him about their part in the war. They said very plainly that there was war because people had managed badly; that some day they would be wise enough to find a better way. They talked of the people who were in countries that were being bombed and how brave they had to be. They answered his questions about bomb shelters, about children who knew just what to do if there was a warning as they were coming home from school. They talked calmly but frankly. Tommy grew quiet. It was such a relief to talk things over with his father and mother. After a while when he was relaxed, he said, "I guess people can do things if they have to." Which seemed a good place to end the conversation

### LIAISON OFFICER

Concerned with danger signals in a boy of foreign parentage, a church visitor stopped at the school to inquire about him.

"If I could only get to his parents," said the Principal. "But the mother believes the school is entirely to blame for the boy's failure in his subjects. She cannot understand us and is making it difficult for us to help the boy."

The church worker had already established the confidence of the parents and was soon able to remedy the conditions which needed correction. This was the beginning of regular consultation regarding boys and girls who were in both the school and the church. Frequently parents were drawn in and all of the efforts with the children were thereby strengthened.

—Alice L. Goddard

even if it was not exactly the way to world peace which Tommy's mother and father devoutly hoped for. After he was in bed (and he slept well that night), they said to each other "You can't keep things from children in times of trouble; you have to let them in on the problems if they are to feel safe and secure."

### *"We'll Be Here All Summer"*

In a Vacation Church School the children had played and worked and learned for three weeks through all the experiences such a school offers. The teachers were a bit relieved that it was nearly over. But not the children. "Over!" said they. "Why does it have to stop? We'll be here all summer!" Some of the teachers accepted it as a pleasant compliment, but one teacher thought of the eighty children who would be at loose ends for the next seven or eight weeks. She visited a group of mothers in each neighborhood from which the children came, helped them arrange to take turns having the children meet in their back yards or basements, loaned them books to help them, and started small groups of children all over the community carrying on the activities of the vacation school and launching new ones.

### *"Would We Want Our Children to Associate with Them?"*

There was a lovely little church in a small city. It had good educational equipment, especially for the children. The primary room was beautiful. Fifty children could have worked and learned and worshipped there. But only twenty were in the department. "It seems a pity," some one said. "The community has changed," was the explanation. Not far away was a trailer camp, and a tourist camp had been taken over by migrant families. There were numbers of children in all these little homes in cabins and trailers. "But we don't know what kind of people they are," the members of the lovely church said. "Would we want our children to associate with them?"



Some one pricked the complacency. A group of young adults went calling and twenty-five children who would have been without the influence of the church came to the lovely rooms for children. Fathers and mothers came, too. The little church was revitalized by the discovery that uprooted people are people like themselves, living under great strain and needing Christian friends, most of all for the sake of their children.

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## Things to do in Your Community

By SHERWOOD GATES\*

While we fight for a world which will provide for children and youth an abundance of affection, the security of settled homes and neighborhoods, a growing sense of belonging, full opportunity to share whole-heartedly with adults in the daily affairs of community life, and opportunities for progress in play and school and work—paradoxically and tragically, while we fight for these things we are actually destroying them for millions of children and young people. We are trying to destroy fear and insecurity and hatred in the world. But war itself increases fear and insecurity and hatred. Thus the things which children and young people need—affection, security, a sense of belonging and of achieving—have been taken away from them. Many millions of children and youth have lost in large measure

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\*Sherwood Gates has been engaged since 1940 in the effort to help communities meet their new wartime problems. He has served as a field representative of the National Recreation Association, and more recently as a regional representative of the Office of Community War Services under the Federal Security Agency. A few months ago he was appointed director of the Recreation Division of this Office. Previously he had been director of youth work for the Methodist Episcopal Church, South, and dean of Kalamazoo College.

what they require most—the dependability of the family, the security of peaceful communities.

### *Temporary Concern Is Not Enough*

It is tragic that many of us, and more in high places than in low, are concerned during the war with child and youth services only as production is affected. We offer supplemental aid to the child and youth services of over-burdened war communities only if delinquency is on the increase, if racial tensions are a threat to production speed and efficiency, if the number of working mothers has increased, if large numbers of migrants have flooded in to over-tax community resources in war areas.

These are conditions which require attention. There is no question of that. But our perspective is too narrow, and thus our solutions are too simple and too temporary. Certain national agencies give us frightening figures on juvenile delinquency, particularly among young girls, and jittery communities seize upon the curfew as an easy solution, a measure which at its best is only a device to give a community time to catch its breath while it makes plans for a positive program of play and recreation, work, education, and welfare services which tend to offset the tensions and insecurities which surround young people. Other communities, less jittery, turn to youth centers and clubs, to child care centers, to extended school services, to community measures and plans which often include a reasonable amount of youth participation, but even many of these communities tend to overlook two things: (1) that their clubs and centers and 'extended services' are but partial aids in meeting needs and solving problems which have many causes; and (2) that they have 'sold' themselves and their neighbors, as to the necessity for adequacy of child and youth community services, only on a temporary basis. Too few of us recognize that democratic and social values must not only be conserved but extended during the war, else from military victory we shall have

gained little other than the protection of the physical lives of some of us.

Citizens have no greater task than to arouse an aggressive community opinion which will make permanent and expand the increased services which have been developed to meet war-born needs, and to make post-war community planning actual war planning now.

### *Everybody Must Plan*

Most American communities have grown without any plan. They have not been developed as places in which to live happily, healthily, and securely. Fortunately, most of us are not any longer frightened by the words 'plan' and 'planning', for we now have learned that all planning means is looking closely at our town with open eyes, deciding upon the kinds of conditions we want our children and young people to grow up in—a decent and happy and healthy community for youth to live in will also be a good place for the rest of us—and figuring out the best ways to get the conditions and results we want in the shortest time with the money and effort at our disposal.

We must not sell ourselves short on the potential effort, money, and leadership in any community. Planning even a small community for 'child and youth adequacy' is, however, big business—the most important social enterprise to which any citizen or community leader can commit himself. Each of us ought to be one of his town's chief consultant social architects, an aggressive community planner, a goal-setter for adequate child and youth services. Very little can get done by the Professional Community Planners on their own. Only the townspeople can make over their town into what they want it to be—a better place for their wives, their children, their neighbors, and themselves.

### *Somebody Must Lead Off*

In your town you may think it is too late to change much the



physical make-up of the community. It will certainly be later five years from now. For example, the promise of extensive post-war building throughout the nation makes necessary the acquisition now, even in the smallest communities, of lands and areas for neighborhood playgrounds and playfields and community parks.

The noise, the dirt, the congestion, the ugliness, the disease germs, the over-work and under-play and under-nourishment, the inadequate

houses, the limited or false or unrealistic education—these things in our communities we are still too much taking for granted. But more and more people like ourselves around the world are struggling against these things. More towns than we know have set up Planning Boards. If your town has one, find out what its members are trying to do so you can support their program or guide it into the areas which are being neglected. If your town hasn't a Planning Board or Commission, or a Community Child and Youth Services Committee or Council, or a Community Coordinating Council, then take the lead in starting some type of community-wide, *acting* organization.

Some medium through which governmental agencies (local, state, and national), private organizations and citizens can plan together is basic in the effort to overcome a community's deficiencies in the treatment of children and young people. Any organization or set of interested individuals can take the first step in organizing a community-wide planning group. Public educators like to point out that the public agency concerned

### POWER OF THE PRESS

Newspapers sometimes provide us with unusual means of community cooperation in helping our children. A local newspaper was sponsoring programs of general community interest. Sensing a need among the girls in the area, the editor called in several workers with girls, including women representing the churches. These women suggested that a series of meetings be built around the idea of personality development and making friends, and agreed to get the girls to attend. The newspaper obtained leadership approved by the committee, paid the necessary expenses, and publicized the series. One meeting was based on "The Girl and Her Religion."

—Alice L. Goddard

with the development and welfare of all the youth of every community is the public school, and thus the logical local agency to take the lead is the Board of Education. This is good logic and sound policy in general, but if in your community the Chairman of the Board of Education, or some representative of the Board, or the superintendent of schools, is not willing or is not in a sufficiently commanding position of leadership to initiate the required community organization, then somewhere in the community is some other individual or a group who can serve as the convener. The proposed organization should be community-wide in its scope, including in its representation local government agencies such as recreation commissions and public health, public welfare, court and police officials; Parent-Teacher associations; ministerial and inter-church groups; the Chamber of Commerce; service clubs; women's organizations; the Council of Social Agencies; employers; organized labor; youth-serving agencies; youth representatives from schools, churches, youth clubs; and local leaders not officially representing any organization.

### *Every Community Has Resources*

Simply because your community does not have some of these agencies and resources does not mean that there cannot be found the will and the ways to make over the community in the interest of better living for all children and young people. Every community has groups which could become important factors for community betterment through replanning and rebuilding. For one thing, every community has churches. There may not be a Ministerial Association or similar organization, but there could be a Ministerial Committee, or, better still, there could be an Inter-Church Community Planning Council, including both ministers and laity and both adults and youth. There will surely be (or could be) a local Parent-Teacher Association; perhaps a men's service club or two; likely one or two fraternal orders; certainly one or two women's groups; and in all incorporated towns, some kind of municipal gov-

ernment; and of course there are schools with teachers, administrators, and lay officials. You can both learn from and instruct these groups.

### *Communities Can Cooperate*

In certain cases it may be desirable for adjoining communities to consolidate their plans and efforts in order to pool leadership, finances, facilities, and services. Currently, under the war impetus, in many sections of the country county organizations for studying and extending child and youth services are being set up. In some cases area organization which cut across county lines have been established. There is no formula for determining the geographical limits of an 'area' organization, but the following points are pertinent: Common economic and social interests; cooperative 'feeling' among the groups and communities concerned; adequate leadership; a variety of child and youth problems and needs common to the several communities involved; and resources and facilities whose scope and effectiveness could be increased through joint planning and use.

Twenty-two States now have State Recreation Committees and State Youth Councils (the title varies) which are concerned, among other things, with promoting the establishment of permanent community and area Committees and Councils, which are non-partisan, non-sectarian organizations including both public and private agencies and resources, and which aim to stimulate unspectacular but steady and effective action on child and youth problems.

But in the last analysis the real needs of children and youth can only be met locally. Regardless of plans initiated or aids made available by the state or national government, success depends finally on local initiative, creativity, and effort. So it is that systematic, coordinated local activity is basic regardless of the degree to which state and national agencies, whether public or private, participate.



## *Know Your Town*

The first thing for you and your group to do is to 'Know your town'.\* This requires study, regardless of the size of the town. Your study can begin at any one of a dozen places.

(1) Perhaps the simplest way to begin is with the size and physical make-up of your community. Is it growing or declining in population? Who are the incoming people and where are they locating? Where are the new building and land acquisition developments? What lands and properties are publicly owned or could be publicly acquired?

(2) Who are the people—by races, nationalities, age groups, sex, "social classes," occupational groups?

(3) What are the community interests and organizations of the people? What and where are the "interest" affiliations of the people—cultural, educational, recreational, occupational, racial?

(4) What is the organization or government of your community? Through what administrative mechanisms, either private or governmental, does the community operate in all areas of control, service and interest?

(5) Who are reached, in what manner, and how adequately by services in the fields of Health, Recreation, Housing, Education, and General Welfare? Where are the gaps in these services, and which persons and what agencies, with your help, can most quickly, effectively, and permanently fill up these gaps?

Once you and your associates know your town, you are in a position to support those movements under way to make for better living, to develop intelligent public opinion, and to promote measures and movements not now under way. Ultimately, many features of your 'child and youth adequacy' community program will become local political issues, for many of the changes and new or expanded services which you envision will require legislative action, covering both admin-

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\*A helpful leaflet, "Know Your Community," U.S. Office of Education, 1941, can be secured from the Superintendent of Documents, Washington, D.C. Price 10 cents.

istrative machinery and financial support. Your responsibilities and opportunities as voters are clear.

### ***Count the Young People In***

Don't fail to number in your associates the young people of your community. You need to do this for three reasons: (1) Participation in community life is fundamental in a democratic society. It is through fellowship in the work and play of life, with older persons who know and practice the ways of abundant life, that growing persons win insight and skill in democratic living and become the kind of citizens who will be required to maintain a just and lasting peace once this current military struggle has ended. (2) People tend to give loyalty to those things in which they have an investment. Programs, plans, and services in the making and administering of which young people have a full and growing part, will evoke from them corresponding support. (3) You and your adult associates can learn some things about social planning from young people. In the area of leisure time problems in congested war communities, some of the finest solutions that have developed during the past three years have come from the initiative, resourcefulness, and social imagination of the youth themselves.

### ***All Resources Must Be Mobilized***

There is no one method of securing 'child and youth adequacy'. One thing, however, is clear—all community services and resources are required: churches, schools, recreational centers, health services, guidance clinics, child care centers and the various public and private social services. But these various organizations and agencies must do more than perform their separate functions. They must plan and work together, not on a basis of mere parceling-out of functions, but on a basis of total mobilization of community resources to meet the day-round needs of all the community's children and young people. And this involves the united, aggressive effort of everyone in the community, not just the experts, the professionals, the paid

leaders. As citizens we must join with our neighbors, young and old, in all sorts of community groups to study local conditions, needs, and resources, to plan for their improvement and extension, and to put plans into action. Volunteers are needed in recreation centers and clubs, on playgrounds and playfields, in nurseries and clinics, and in many other child and youth serving agencies left short-handed by the war. Before the war these agencies needed your help; after the war they will need it. You can be interpreters to the community of the work of our social agencies and groups, whether public or private. You can contribute your money as well as your time; you can support tax levies for increased and permanent public services; you can vote for community leaders who support progressive town planning measures. And you can, and must, do these things *now*.

## THE REV. PHINEAS PLEASANT



**"Volunteers Are Needed."**

### J. Edgar Hoover reports on juvenile delinquency in America:

Fifty-eight per cent more girls under twenty-one were arrested in 1943 for prostitution and commercialized vice than in 1942.

Arrests in 1943 of boys under twenty-one for drunkenness rose more than thirty per cent over 1942. Arrests for girls on the same count rose thirty-nine and nine-tenths per cent.

In short, there was one-third more "youth crime" in 1943 than in 1942, and two-thirds more than in 1941.



# Government Can Help

By KATHARINE F. LENROOT\*

Care, protection, and opportunity for children is a matter for individual concern, but this concern must be undergirded and supplemented by community action. Such action may be under either governmental or private auspices, but Government (local, State, or Federal) is the only agency which can be looked to for seeing that services to which all children may have access are available.

Community experience in studying and meeting the needs of children, recommendations of the White House Conferences which have been held every ten years, the last in 1940,<sup>†</sup> and material issued by the Children's Bureau Commission on Children in Wartime, give a fairly clear picture of the services for children which should be available in every community, urban or rural, to all children, of every race and creed. Such services, however, can be provided only through a combination of local interest, support, and effective administration, with leadership and, if necessary, financial assistance from the State and from the Federal Government, the latter acting preferably through grants-in-aid to State agencies. Reasons for support and stimulation from larger than local governmental units include the State and national stake in the welfare of children and youth; the wide variations in financial resources among different communities and different sections of the country; and the importance of making available to all, experience developed anywhere as to the best and most effective means of assuring to children the conditions necessary for their health and growth.

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\*Katharine Lenroot is recognized as one of America's principal leaders in the field of child welfare. She has been associated with the Children's Bureau of the U.S. Department of Labor since 1915, and has been Chief of that bureau since 1934. She was executive secretary of the White House Conference on Children in a Democracy in 1940.

<sup>†</sup>White House Conference on Children in a Democracy, Washington, D.C., January 18-20, 1940. Final Report, Children's Bureau Publication No. 272, Washington, 1943, p. 340.

In the publication of the Children's Bureau, now in press, on state and community planning for wartime and post-war security of children, suggested outlines are presented for the use of State and community groups. These outlines are based primarily upon the recommendations of the White House Conference on Children in a Democracy and later wartime experience. The title of the publication is "Our Concern—Every Child."

### *A Yardstick for the Community*

The first step which should be taken by a planning group or by individual citizens interested in children is to define the general standards for child welfare that should be made effective in the community. In arriving at this statement of goals the recommendations of the White House Conference on Children in a Democracy will be helpful. These recommendations hold that the essentials of child welfare include a satisfying home life with family income sufficient to assure decent, comfortable housing; adequate, nourishing food; warm, presentable clothing; health protection, and medical care when needed. Every child should have schooling at least until the age of 16 years; beyond that age school opportunities adapted to the child's aptitudes and interests should be available, with vocational preparation and progressive work experience. Every child should have the opportunity for religious training, and for recreation and leisure-time interests, congenial companionships, and experience in the democratic process. Every child should be helped to gain appreciation of the values and privileges of democratic citizenship and willingness to make all needful sacrifice for the preservation of these values.

When tentative goals have been decided upon the next step leads to an examination of the services which should be expected from governmental agencies, their relationship to private agencies, and the ways in which existing services should be strengthened or supplemented in order to fulfill their obligations toward making the community a place in which children have freedom to grow and develop.

### *Health for Mothers and Children*

It is generally acknowledged that Government has primary responsibility for promoting the health of mothers and children. Through a combination of private medical care, hospital care under public and private auspices, and maternal and child-health and public-health-nursing services, every mother should be assured complete maternity care throughout pregnancy, at child birth, and in the post-natal period, and all infants and children should be assured adequate health supervision and medical care when needed. Health supervision may be given by physicians and public-health nurses at home, in child-health conferences, in schools and in physicians' offices, and should include preventive dentistry by qualified dentists for children of preschool and school age, and social services as needed. The health department should be primarily responsible for seeing that maternal and child-health service is available. Responsibility for certain aspects of health service, especially health education, rests with the schools, which have an obligation to provide health instruction in school and health education of parents, through their own services or in cooperation with health departments. In addition to these primary health services, the White House Conference on Children in a Democracy recommended more intensive and widespread programs of safety education, effective nutrition service, and mental-health service when needed. Immunization against certain communicable diseases is a necessary part of a child-health program.

In addition to general health service and medical care for children, community provision for care and rehabilitation of physically handicapped children is necessary, including children suffering from defects of sight or hearing, orthopedic defects, heart disease, tuberculosis, and other crippling conditions. Services for crippled children are the combined responsibility of the health and welfare departments and the schools, since such children need not only medical and health service but also assistance in overcoming educational handicaps and problems of social adjustment.



Federal aid for local maternal and child-health services is available through the State health agencies under a program of grants-in-aid authorized by the Social Security Act and administered through the Children's Bureau of the United States Department of Labor. The Bureau is also responsible for grants to State agencies giving service to crippled children. Special funds are being provided by the Federal Government during the war period for free maternity and infant care for the wives and infants of the men in the armed forces in the four lowest pay grades. This care is available through State health agencies without any test of financial need. Information concerning assistance from State and Federal agencies in the development of health and medical-care programs can be obtained from the State health departments, which receive aid from the United States Public Health Service for general and certain special local health services, as well as aid for maternal and child-health services from the Children's Bureau.

Services now provided through the cooperation of the Federal, State and local governments are still far from adequate to assure full protection of maternal and child health. Wartime shortages of doctors and lack of adequate hospital facilities in many areas must give way to comprehensive and well-planned provisions to assure health protection and medical care as one of the most important aspects of post-war planning.

### *At School and Play and Work*

The school should be an important agency in the development of coordinated community programs for children and youth. Upon no other social institution except the family does so heavy an obligation rest to provide an environment, a program and leadership which will challenge and interest children and prepare them for their place in community, national and world citizenship. State aid is available to local school systems in many States, and Federal aid for vocational education, land-grant colleges, and other educational services is already available. Inequalities in educational programs and financial re-

sources among school districts and among States are so great that only through a system of general Federal aid for elementary and secondary education, administered through State departments of education and supplementing State aid, can the educational needs of children be met in the degree necessary to individual and national well-being.

During the war years the schools have had to extend their programs to compensate in part for decreased home supervision. It is not yet clear what obligations will rest upon them in the post-war period. One of their most difficult problems will be to make provision for boys and girls of 'teen age who have left school to take jobs, having to accept mature responsibility at a much earlier age than would otherwise have been the case, and needing wise help in making the adjustments that will be necessary in the period of demobilization from war-time employment. An immediate issue which should arouse the interest of all citizens is continued assistance from the Federal Government in school-lunch programs.

As regards recreation, every community should have a planning council which assures cooperative action by public and private agencies promoting play, recreation and informal education programs. Increasingly young people themselves are participating in the work of such planning councils and it is of vital importance that continuing opportunity for joint consideration of problems by adults and youth be provided. The White House Conference on Children in a Democracy recommended that the development of recreation and the constructive use of leisure time should be recognized as a public responsibility on a par with responsibility for education and health. Local public-library service is recognized as an essential part of the educational and leisure-time facilities which should be available to children and youth.

Every community needs to develop an effective program for safeguarding child labor and youth employment and providing the necessary vocational preparation, guidance, placement and work experience for youth. The regulation of child labor is

essentially a State and Federal and not a local function, though many cities have special ordinances pertaining to child employment. The local employment service and the local school officials responsible for issuing employment certificates are the chief representatives in the local community of the public interest in extending such protection to youth.

Standards based upon the recommendations of the White House Conference with reference to social services for children, defining the essentials of a community welfare program, include the following:

Social services to children whose home conditions or individual difficulties require special attention should be provided in every county or other appropriate area. An obligation rests upon both public and private agencies for the development of adequate resources and standards of service.

The local public-welfare department should be able to provide all essential social services to children, either directly or through utilizing the resources of other agencies. Public and private child-welfare agencies should cooperate in a program which will assure the proper service to every child in need.

Adequate and well-administered public assistance and general relief, with social services as needed, furnish a necessary foundation for child-welfare service.

Public child-welfare services should be available to every child in need of such help without regard to legal residence, economic status, race or nationality, or any consideration other than the child's need.

Child-guidance service with resources for competent psychiatric, psychological, and social study and treatment is a necessary part of a community welfare program.

### *Social Services for Children*

Financial assistance in the development of local welfare services for children is provided through the public assistance and child welfare services programs administered by the State welfare departments, with Federal aid through the Social Security Board and the Children's Bureau, but serious gaps and inadequacies exist. One of the gravest problems confronting



families receiving assistance is the provision in the Federal Social Security Act prescribing maximum amounts of assistance which cannot be exceeded. It is very important that these maximums be removed and that aid be sufficient to make possible for all children benefiting from the program the essentials of wholesome family life.

Many other aspects of child life are of concern to public agencies. Outstanding among these are public housing services and services intended to promote economic well-being. The latter include employment services and agencies responsible for administering laws pertaining to labor standards; programs of public assistance, to which reference has already been made; and social insurance, including old age and survivors' benefits and unemployment compensation. The White House Conference on Children in a Democracy recommended that measures for unemployment compensation, workmen's compensation and old age and survivors benefits, which are of special importance in relation to children, should be extended as to coverage and benefits provided, and that insurance against loss of income through temporary or permanent disability should be developed.

It is of vital importance that all public services be available without discrimination on the basis of race, creed or national origin, and that special effort be made to minimize economic and social discrimination in the community.

### *Childhood Is Not Replaceable*

In the forthcoming publication "Our Concern—Every Child," the needs of children in wartime and the importance of building more adequate services for the post-war period are emphasized as follows:

The emergencies of wartime have made heavy inroads upon personnel available for health services, schools, and social services. . . . Unavoidable though many of these conditions may be, they cannot be faced with complacency. Every effort must be made to safeguard essential services. . . .

"The opportunities and the protections which may be afforded in

post-war years will have little meaning to children who are neglected now. Childhood is not replaceable. Immediate and effective action must be taken to safeguard children whose welfare is endangered by war conditions; but long-time needs cannot be ignored, and the task of building for the future cannot be laid aside. The obligations of society to children cannot be slighted during these vital years and compensated for by planning for their health and security in years to come.

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## Some Churches Show They Care

By ALICE L. GODDARD\*

A church was in a neighborhood rapidly deteriorating and with this deterioration home life was suffering. So were the children. Realizing this, a church leader met with some of the boys and girls and discussed their needs with them. During the conversation, one of the boys said:

"We know we shouldn't do many of the things we're doing, but what else is there to do? We were at camp last summer and there's always something there—why can't there be here? Will you help us?"

"What is there to do?" "Why can't we?" "Will you help us?" These are the pleas of thousands of boys and girls everywhere, boys and girls often not a definite part of our church life but within the range of our church responsibility, a part of our community family. What is the church's answer? The church above answered with a strong community program. So have others.

### *Opening the Church on Friday Evening*

One church realized there was nothing for children and youth to do after dinner. Aware of community responsibility the

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church organized its own youth into teams to make a study of youth needs in the immediate vicinity. The greatest part of the study was carried out through questioning other young people. The universal cry was "We need something to do." This was in contrast to the church's own youth, who were constantly saying, "We're too busy . . . too much to do . . . too much home work." The leaders soon discovered they were falsely judging the programs of all youth by that of the busiest, most responsible group of youth in the church. The result was the opening of the church

on Friday evening. A planned program of games is provided, quiet games are available, books are in a quiet corner. Leadership is provided by the youth themselves under adult guidance. It was soon discovered that many wish to talk over problems with an understanding adult and provision was made for this. As a result of this program some of the unchurched children and young people have come into active participation in this church.

### JUVENILE DETENTION HOME

Concerned with the rising problem of delinquent children, a committee from the churches visited the Juvenile Detention Home to ascertain preventive measures. They were advised to improve every constructive church program, including the work done with parents and other adults. They discovered that the detained children needed good reading materials; a group of young people is now trying to meet this need. An adult obtained the interest of a Service Club which is underwriting some of the other needs of these children. The youth group is planning to meet some Sunday afternoon at the Detention Home to know these needs at first hand. Several young people for some time have been helping with religious services there.

—Alice L. Goddard

### *Organizing the People in the Block*

One minister organized the people in the block in which his church is located to meet cooperatively the needs of that community. The church is the center although most of the people in the block happen to belong to other churches. Child care was one of the most prominent problems, and one of the young women of the church agreed to take some special recreational training. After a short period of study, she began an after-school program for different age groups every afternoon



in the church building. Recently leaders from this church sat down with several resource people to discuss plans for the enlargement of this program. Among those present were persons from the block, a Board of Education attendance officer, a recreational leader, a cooperatives' leader, a church social worker, a director of religious education, and others. When the block plan began none of the neighbors knew one another. Now they are facing together the needs of their children, and the problems of the total community which affect the lives of the children.

### *Setting Up a Youth Center*

Another community cooperative effort found needed stimulus as a youth conference was closing. The conference director was summing up the activities of the week:

"Now it's up to you! This has truly been an experience in Christian living but it is meaningless unless you do something about it when you return to your own community where the need is! What are you going to do about it?"

One young person went away determined "to do something" about a need he had felt for some time, that of a youth center. His minister was in favor of the idea and had been studying the matter for some time. While the minister kept in the background guiding the boy, the latter talked with other youth, with school leaders, with two social workers in the community, with business men, with other ministers, with everyone he could interest. Working together, the young people and adults formed an executive committee, similar programs were investigated, a business firm loaned a building, memberships were sold, and a youth center was organized. During all of this, the adults acted in an advisory capacity with the youth themselves taking the major responsibility. As with any venture of this sort there have been many problems as well as achievements. Among the latter certainly not the least were the efforts on the part of the total community working together

and the fact that youth and adults were able to meet together on a common level to solve a community problem.

### ***Cooperating with Public Schools***

Cooperation with public schools and their leaders is frequently a way to reach many children with constructive programs. One church has a paid leadership with vision but too many members of the church are not ready to make this vision a reality. The community is partially Negro, the church is entirely white. The need for something for the Negro boys and girls is apparent to all of the staff but the members object to anything being held in the building which would admit these children. In order not to fail these boys and girls in their need, arrangements have been made for an after-school program using a nearby public school with leadership provided by the church. The program is varied and includes those elements which would be a part of a similar program in the church building.

In another community, several agencies working together agreed to publicize and distribute through the schools a record of all known summer programs for children. The Vacation Church School and other programs of the churches were listed.

### ***Expanding a Vacation Church School***

Often what one church cannot accomplish alone can be accomplished by a group of churches working together. Six churches are located in a certain neighborhood. For some time they have had a cooperative vacation church school but last year they realized they were by no means meeting the needs of community children whose mothers were in defense work. Nor were the children going to any day nursery or other agency set up for this purpose. The churches decided to have a day camp to meet *all day* six days a week. They used two churches, immediately across the street from each other. All available community facilities were studied to obtain help, including movies and entertainment. The police department gave permission for blocking off the street between the two churches

for a part of the day so that the children could roller skate or play other games for which the cinder playground was not suitable. The original program of the vacation church school was incorporated into the whole although not in such a way as to bar any child. The library provided leadership and space for various age groups at least twice a week for a story hour and book time, and also provided books for use in the church buildings. Boy Scouts publicized the program through the distribution of handbills. The churches together paid the expenses with the children paying a registration fee to cover the milk, fruit juice, or soup which supplemented the noonday lunch the children brought with them.

### ***Promoting Social Life in a Rural Community***

A rural teacher felt there was no social life in her community. The only church was poorly attended and was not attempting to meet social needs, although the community leaders were the church people. The teacher went to them and asked for help in a community program. They were skeptical at first but she finally persuaded them. The first event was a family party. Everyone had so much fun that another party was planned. Then some of the parents suggested that part of the time be spent discussing the problems of their children. The church leaders arranged for the care of the children during this discussion and took the lead along with the teacher in developing a strong community organization.

### ***Doing Something About the Movies***

In a suburban area many of the mothers were concerned with the quality of movies shown in the only neighborhood theatre. Some of the mothers, active in the church, banded together with other community women and visited the theatre manager. They found there was considerable that could be done. Although subject to the block booking plan, whereby films are not chosen by the manager but sent according to a general plan, the theatre manager agreed to secure movies suitable for children and to hold special matinees on Saturday afternoons.



This frequently meant the booking of a special show; where one of the regularly scheduled double features was unsuitable it was omitted and either something was substituted or the show was shortened. In turn, the mothers arranged for a few women to be present each Saturday afternoon and to move among the children keeping them in order where necessary. They also agreed to advertise among their groups every good Saturday afternoon show and to refuse to mention favorably anything questionable in nature. One group of mothers works with the manager by giving him lists of pictures recommended or disapproved for children in dependable reviews, and they also use these lists as their guides in publicity.

In another community where the theatre manager was uncooperative a parents' Church School class has a committee which studies the Saturday afternoon pre-views and publicizes the exact time of the showing of desirable and undesirable pictures, using national reviews as guides.

### *Supporting Expert Workers*

Some of our community problems are so large as to be frightening in their immensity. One of the first things we need to learn in dealing with such issues is to consult and work under the direction of experts in these fields. But these experts and their committees need the backing, the support, the wisdom, and the hard work of laymen and women who are Christian.

Some community committees needing such support are those concerned with the day care of children, those dealing with delinquency conditions, with recreational needs, child health, or family life. Participation by Christian leaders on school boards, community agency boards, housing committees, leadership in group work, or any form of community service helps to assure a proper environment and personnel in the care of our children. Most of these appointments are obtainable with nothing more than a vital interest and a willingness to learn and work with others.

### *Working with a Community Council*

Many tasks are too great for the church to do alone. One church found the community council an answer to its needs. Two leaders from this church were greatly concerned because playground facilities were lacking in that community teeming with small children during the summer. They had tried in vain to secure space and leadership, but they had worked alone. At the community council meeting they found many others who quickly became interested in this need once it was mentioned. This council was composed of all persons working especially for the betterment of the community and met at least once a month. The Catholic priest, community center workers, school representatives, social and welfare workers, and the Protestant Church leaders were present when the playground need was referred to this group. Before the meeting adjourned, a committee who knew city recreational officials agreed to interview the necessary persons. Another group knew of a site available without too much difficulty. In short time the playground was in operation with paid leadership under the recreation commission.

Community problems cannot always be solved simply by taking them before a community council or other group. But community leaders know the available facilities and a representative group from the community has a force far beyond that of a church alone. Likewise these community organizations need the church's strength, which is frequently withheld because the church fails to realize the importance of cooperation or has not had its eyes opened to the community task.

It is frequently said, "Why don't they invite the church to sit in on community meetings?" Often the answer may well be, "Why doesn't the church ask to be invited?" Even if the church as a church is not invited, many persons on the community committees are members of some church. Every such member has the opportunity to reflect the Christian viewpoint in the committee, and in turn to interpret community needs to his own fellow church members until the church realizes the need of participation.

## Private Agencies to Call On\*

Compiled By RUTH SHRIVER†

AMERICAN CAMPING ASSOCIATION (1910). Room 1802, 343 South Dearborn St., Chicago, Illinois. Clearing house for many camping agencies over the country. Has an annual meeting and regional sections. Periodical: *The Camping Magazine*, monthly, \$2.00 a year.

AMERICAN LIBRARY ASSOCIATION (1876). 520 North Michigan Avenue, Chicago. Official clearing house for all local, state, regional, and national library service. Periodical: *Booklist*, semi-monthly, \$3.00 a year.

ASSOCIATION FOR FAMILY LIVING. 219 S. State St., Chicago. Resource in child guidance, marriage, and family relations. Speakers, counselling, library on youth and parent education.

BOYS' CLUBS OF AMERICA, INC. (1906). 381 Fourth Avenue, New York City. Periodical: *Boysclub*, a bulletin of information concerning the movement, 6 issues yearly, free.

CHILD WELFARE LEAGUE OF AMERICA (1920). 130 E. 22nd St., New York City. A league of children's agencies and institutions to secure improved standards and methods in their various fields of work. Periodical: Monthly bulletin, \$1.00 a year.

NATIONAL CHILD LABOR COMMITTEE (1904). 419 Fourth Avenue, New York. Offers guidance to local communities attempting to combat child labor. Periodical: *The American Child*, monthly except June to September, \$2.00 a year.

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\*This is only a sampling; many other agencies are referred to in articles in this issue. For an over-all picture of the 1,110 national and state agencies in social work and related fields, see the Social Work Year Book, edited annually by the Russell Sage Foundation and available in many large public libraries.

Dates after the names of the agencies indicate the year of organization. In addition to the above, some of the major Protestant interdenominational agencies offer program helps and resources for child welfare. Write also to your own denominational headquarters for suggestions.

†Ruth Shriver is director of children's work for the Church of the Brethren and chairman of the Inter-Agency Committee on Child Welfare.



NATIONAL COMMITTEE ON MENTAL HYGIENE (1909). 1790 Broadway, New York City. Suggestions for community, school, club, and church programs of mental hygiene. Periodicals: *Mental Hygiene*, quarterly, \$3.00 a year; *Understanding the Child*, quarterly, \$1.00 for two years.

NATIONAL CONFERENCE OF SOCIAL WORK (1873). 82 North High Street, Columbus, Ohio. Organized in five sections: Social Case Work, Social Group Work, Community Organization, Social Action, and Public Welfare Administration. Periodical: *Conference Bulletin*, quarterly, 50 cents a year.

NATIONAL RECREATION ASSOCIATION (1906). 315 Fourth Avenue, New York. Offers guidance for community, school, club, and church recreational programs for all age groups. Periodicals: *Recreation Bulletin Service*, biweekly except August, \$2.50 a year; *Recreation*, monthly, \$2.00 a year.

NATIONAL SOCIETY FOR CRIPPLED CHILDREN OF THE U.S.A., INC. (1939). 314 Masonic Temple, Elyria, Ohio. Periodical: *The Crippled Child Magazine and Bulletin*, bimonthly, \$1.00 a year.

PUBLIC AFFAIRS COMMITTEE, INC. 30 Rockefeller Plaza, New York 20, N. Y. Publishes Public Affairs pamphlets, many of which deal with welfare problems.

SURVEY ASSOCIATES, INC. (1912). 112 East 19th St., New York. Attempts to gather important information on all welfare problems and to put it into popular form for community use. Periodicals: *Survey Midmonthly*, \$3.00 a year; *Survey Graphic*, \$3.00 a year.

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## Pamphlets to Order\*

Children's Bureau, U.S. Department of Labor,  
Washington 25, D.C.

Development of a Leisure-Time Program in Small Cities and Towns,  
Publication No. 241 5c.

Standards of Child Health, Education and Social Welfare, Publication No.  
287 10c.

Understanding Juvenile Delinquency, Publication No. 300 10c.



*Civilian Defense, Office of*  
Washington 25, D.C.

Volunteers for Youth Recreation Programs (Free)

*Community War Services, Office of*  
*Federal Security Agency, Division of Recreation*  
Washington 25, D.C.

Citizens of Tomorrow (Free)

Day Camping (Free)

Recreation in Wartime (Free)

Spare Time—A War Asset for War Workers (Free)

What About Us?—A Report of Community Recreation for Young People (Free)

*Community War Services, Office of*  
*Federal Security Agency, Social Protection Section*  
Washington 25, D.C.

Prostitution and the War, Public Affairs Pamphlet No. 65 (Free)

Techniques of Law Enforcement in the Treatment of Juveniles and the Prevention of Juvenile Delinquency (Free)

*Education, Office of*  
Washington 25, D.C.

High School Victory Corps Series:

1. The High School Victory Corps 15c.
2. Physical Fitness Through Physical Education for the Victory Corps 25c.
3. Physical Fitness Through Health Education for the High School Victory Corps 20c.
4. A Guidance Manual for the High School Victory Corps 20c.
5. Community War Services in the High School Victory Corps 15c.
6. Services in the Armed Forces 20c.
7. Community Arts and the High School Victory Corps 25c.

Know Your Community, Leaflet No. 57, Know Your School Series 10c.

Youth: How Communities Can Help, Bulletin No. 18-1 10c.

*Public Affairs Committee, Inc.,*  
30 Rockefeller Plaza, New York 20, N. Y.

Schools for Tomorrow's Citizens 10c.

Jobs and Security for Tomorrow 10c.

America's Children 10c.

*Public Health Service, U.S.*  
Washington 25, D.C.

Community Health Series: (Free)

1. Wake Up, Main Street
2. Safe Water
3. From Hand to Mouth
4. Malaria Quiz for Young America
5. Is There a Doctor in Town?

Emergency Minimum Sanitary Standards, Reprint No. 2529 (Free)

\*This list of useful pamphlets for individuals or local committees has been compiled by Dr. Sherwood Gates.

## Social Action Needs Grass Roots Authenticity

The future of social action movements in the Church depends in great part upon the inventiveness of small towns and experimental groups. We need the grass roots authenticity that comes from articles telling what such and such a church in such and such a town did to meet the juvenile delinquency problem, to break down racial barriers in the church, to make worship more meaningful, etc.

Any parish of fifty or more people has the opportunity of devising methods of dealing with social problems which can be duplicated in churches of all denominations over America. If you have a story of successful church work in the fields of juvenile delinquency, race, labor, service men, political action, rural reconstruction *et al* will you please send it to *Social Action*, 289 Fourth Avenue, New York, 10, N. Y.

If church groups will report the religious and social inventions they conceive to meet these problems, *Social Action* magazine can spread the idea across the country in two or three months.

### Social Action Magazine Does Get Around

"Congratulations on your swell issue of March 15, 1944 [As Johnny Thinks of Home]. This, except for an article in a recent *Fortune*, is the only true statement I have seen anywhere of the situation in the world today.

"Every member of every Church ought to have a copy, and so should every Chaplain in the Army and Navy.

"Can you possibly turn out a few extra hundred thousand copies and get them distributed? . . . The situation for the future is so serious that unless we all face the issue, as you have pointed it out, we perish! I only wish I had had a copy to give the Archbishop of Canterbury when I had lunch with him last week.

"More power to you."

Sincerely,

MORRIS F. ARNOLD, *Chaplain*  
APO 126, New York City